

**FINAL DRAFT**

**CODE OF PRACTICE FOR ASSESSMENT PRACTITIONERS
WITHIN THE TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET) SYSTEM OF NAMIBIA**

**February 2017**

Contents

1. INTRODUCTION 3

1.1 Vocational Education and Training Providers (VTPs) 3

1.2 Assessment Practitioners 3

2. REQUIREMENTS FOR ASSESSMENT PRACTITIONERS 4

2.1 NTA registration 4

2.2 Continuing professional development (CPD) 4

2.3 Code of Conduct for TVET Assessment Practitioners 4

2.4 Malpractice and deregistration 6

2.5 Summary of requirements 7

3. ASSESSMENT DESIGNERS 8

4. VTP ASSESSMENT COORDINATORS 11

5. ASSESSORS 13

6. INVIGILATORS 15

7. MODERATORS 16

8. VERIFIERS 18

9. NAMIBIA TRAINING AUTHORITY (NTA) 19

10. Glossary 21

11. Appendices 24

Appendix 1 - Declaration of Code of Conduct for TVET Assessment Practitioners 24

Appendix 2– Summary of Roles of Key Players (align with policy document) 25

# INTRODUCTION

The Namibia Training Authority (NTA) oversees assessment and certification of unit standards and qualifications registered on the National Qualifications Framework (NQF) for which it is recognised by the Namibia Qualifications Authority (NQA) as the standard-setting body.

The NTA’s ‘*Policy for Assessment and Certification for NQF Qualifications and Awards within the Technical Vocational Education and Training (TVET) System of Namibia’,* and ‘*Regulations for Assessment and Certification for NQF Qualifications and Awards within the Technical Vocational Education and Training System of Namibia’*, which are consistent with the NQA’s requirements, provide guidance to Vocational Education and Training Providers (VTPs), which include VTPs operating as Assessment Centres only.

This *‘Code of Practice for Assessment Practitioners within TVET’* must be read in conjunction with the ‘*Policy for Assessment and Certification for NQF Qualifications and Awards within the Technical Vocational Education and Training (TVET) System of Namibia’,* and ‘*Regulations for Assessment and Certification for NQF Qualifications and Awards within the Technical Vocational Education and Training System of Namibia’*.

## 1.1 Vocational Education and Training Providers (VTPs)

NQA accredited VTPs (including VTPs operating as Assessment Centres only) play a critical role in ensuring the quality and consistency of assessment and certification of TVET programmes. VTPs must comply with the corresponding Policy and Regulations. The NTA*‘Code of Practice for VTPs conducting Assessments for NQF Qualifications and Awards within the Technical Vocational Education and Training (TVET) System of Namibia’* provides the rules and guidelines which should be followed by VTPs when conducting assessment for NQF qualifications and awards for which the NTA is the recognised national body.

The key responsibilities for VTPs in relation to the administration and conduct of assessments that lead to nationally recognised TVET qualifications include:

* the use of NTA registered Assessment Practitioners
* the use of NTA quality assured assessment materials, and
* compliance with moderation and verification processes to ensure the consistency and quality of assessments.

## 1.2 Assessment Practitioners

Assessment Practitioners, a term used to describe the key players involved in assessment and certification activities, are essential in ensuring that assessments are conducted efficiently, accurately, consistently, professionally and ethically. This NTA *‘Code of Practice for Assessment Practitioners within TVET’* should be followed by all Assessment Practitioners.

# REQUIREMENTS FOR ASSESSMENT PRACTITIONERS

A number of TVET Assessment Practitioners are required to ensure that the NTA Assessment and Certification Policy and Regulations are implemented and managed well. The critical areas for which Assessment Practitioners are responsible for include:

* managing the assessment and certification processes (VTP Assessment Coordinators)
* designing assessment materials – the assessment tasks and instructions for Candidates and assessors (Assessment Designers)
* conducting the assessments and making the assessment decision (Assessors)
* checking that the assessment decisions are correct and the assessment process was carried out properly (Moderators and Verifiers).
* abide to Code of Conduct for Assessment Practitioners across assessment processes

## 2.1 NTA registration

The NTA requires key personnel involved in the assessment and certification of TVET programmes to be registered with the NTA to ensure that they:

* have the skills and knowledge to undertake the required roles and responsibilities
* are kept up to date of TVET system improvements or changes
* are involved in professional development activities to maintain and build their skills and knowledge.

The NTA registration requirements vary depending on the role of the Assessment Practitioners. In some cases registration may be noting and listing an individual on an NTA register. In other cases, as with Assessors, individuals must meet specific criteria and actively maintain their registration through continuing professional development (CPD) activities.

To apply for registration with the NTA as a TVET Assessment Practitioner all individuals must:

* apply to the NTA on the prescribed form for registration on the NTA Register
* sign a declaration to adhere to the NTA *Code of Conduct for TVET Assessment Practitioners*
* apply for re-registration every three years.

Note: It is the Assessment Practitioner’s responsibility to advise the NTA of any changes to employment or contact details or unavailability to undertake the prescribed duties.

## 2.2 Continuing professional development (CPD)

The NTA will prepare an annual schedule of CPD activities that Assessment Practitioners may undertake. The NTA may determine preferred providers of CPD programmes and/or facilitate the CPD programmes.

## 2.3 Code of Conduct for TVET Assessment Practitioners

All NTA registered TVET Assessment Practitioners must act professionally and ethically in their assessment duties. They are required to sign a declaration to abide by the NTA’s *‘Code of Conduct for TVET Assessment Practitioners’* (refer to Appendix 1).

The Code of Conduct addresses the following aspects of ethical and professional behaviour:

**Maintenance and development of professional skills**

* Currency of knowledge and skills relating to TVET assessment practice and vocational area/area of expertise are maintained and updated.
* Professional skills are enhanced through professional development and networking opportunities.

**Discrimination and harassment**

* All forms of harassment are avoided throughout the assessment process and in the review and reporting of assessment outcomes.

**Confidentiality and privacy**

* Confidentiality is maintained regarding individual assessment decisions/outcomes.
* Records of individual assessment outcomes which identify the personal details of Candidates and Assessment Practitioners are provided to authorised NTA registered TVET Assessment Practitioners only.
* Information relating to assessment materials (including assessment tools) must not be disclosed or used in any form for any purpose other than official assessment purposes, or without the permission of the NTA.

**Conflict of interest**

* Potential forms of conflict of interest in the assessment process and/or outcomes are identified, and appropriate referrals or declarations are made, if necessary. Conflict of interest issues may relate to:
	+ financial/business interests
	+ personal relationships with others involved in the assessment process.

**Integrity and professionalism**

* Assessment activity is conducted within the boundaries of the NTA Assessment and Certification Policy, processes and procedures.
* Personal or interpersonal factors that are irrelevant to the assessment of competence must not influence the assessment outcomes.
* Any activity that could be construed as fraudulent or involving financial inducements must not be undertaken.
* Undertaking any assessment duties under the influence of alcohol and/or prohibited substances is not tolerated and is regarded as misconduct.

**Collaboration and continuous improvement**

* Efficient processes and quality assessments are achieved through active engagement with all Assessment Practitioners and quality assurance processes
* Continuous improvement is achieved through feedback, advice and support received from, and provided, to other Assessment Practitioners and/or the NTA about:
	+ assessment practices and processes.
	+ unit standards or qualifications.

## 2.4 Malpractice and deregistration

Assessment Practitioners must not act in any way that prejudices the reputation of the NTA, other registered Assessment Practitioners, or the assessment and certification process.

Failure to adhere to the NTA *‘Code of Conduct for TVET Assessment Practitioners’* may result in disciplinary action or the withdrawal or suspension of NTA registration. Assessment Practitioners must cooperate fully with any enquiry in the event of any alleged breach of the Code. The following instances are regarded as serious breaches of the Code of Conduct, which may lead to deregistration.

|  |  |
| --- | --- |
| Instance | Description |
| Misconduct | * Non-adherence to the Code of Conduct and complaints lodged by VTPs, Candidates or other stakeholders regarding matters in the Code of Conduct including those relating to:
	+ discrimination and harassment
	+ confidentiality and privacy
	+ conflict of interest
	+ integrity and professionalism
* Submission of false or fraudulent claims for remuneration relating to assessment activities.
* Receiving or offering financial incentives related to assessment activities.
 |
| NON PERFORMANCE  | Repeated non-performance in duties and/or violation of policy and procedures determined through moderation or review processes. |
| Misrepresentation | Wilful misrepresentation of:* scope of assessment activity
* own technical expertise or abilities to undertake the role
* NTA, industry or VTP policies and practices
* competence of Candidates.
 |

## 2.5 Summary of requirements

The Code of Practice for TVET Assessment Practitioners provides guidance on the registration requirements and the roles and responsibilities of different TVET Assessment Practitioners involved in assessment and certification processes. All registered TVET Assessment Practitioners must act professionally and ethically in their assessment duties and abide by the ‘*Code of Conduct for TVET Assessment Practitioners’*.

Table 1 below provides a snapshot of the registration, CPD and Code of Conduct requirements for each TVET Assessment Practitioner.

Table 1 Summary of NTA registration requirements for TVET Assessment Practitioners

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TVET Assessment Practitioner | Qualifications / training | Experience | CPD | Code of Conduct |
| Assessment Designer | Must be a registered Assessor Assessment Designer training programme | 3 years relevant work experience3 assessments conducted under supervision | Attendance at NTA CPD sessions is mandatory | **✓** |
| VTP Assessment Coordinator | Employed by VTP - NTA sample position description available | 4 years relevant work experience 1 year leadership experience | Attendance at NTA CPD sessions is mandatory | **✓** |
| Assessor | Vocational qualification Assessor training programme | 3 years relevant work experience3 assessments conducted under supervision | Mandatory | **✓** |
| Moderator | Must be a registered Assessor Moderator training programme | 3 years relevant work experience3 assessments conducted under supervision | Mandatory | **✓** |
| Verifier (NTA)  | Formal position with NTA - position description availableISC / SACC approvalVerifier training programme | 3 years relevant experience | Attendance at internal NTA training is mandatory | **✓** |
| Invigilator | Must be trained in the conduct of theory / knowledge assessments based on VTP and NTA rules and guidelines  | N/A | Attendance at NTA CPD sessions is mandatory | **✓** |

The following sections provide more detailed guidance about the registration requirements and the roles and responsibilities of different TVET Assessment Practitioners involved in assessment and certification processes.

# ASSESSMENT DESIGNERS

Registered Assessment Designers prepare assessment materials to be used in assessments leading to NQF qualifications and awards overseen by the NTA.

Assessment materials include:

* the assessment task to be completed which may include but is not limited to:
	+ production of an item/product
	+ provision of a service
	+ following a process
	+ answering written or oral questions (theory / knowledge focus)
	+ completing a project involving an integrated task
* the instructions to Candidates and Assessors – these provide clear guidance about how to conduct and undertake the assessment
* recording sheets for the Candidate and /or Assessors
* marking guides and/or model answers
* other supporting materials as required.

Assessment materials may be used for conducting formative and summative assessment.

|  |  |
| --- | --- |
| **Formative –** used for a range of purposes within TVET assessment | **Summative –** used in assessments leading to NQF qualifications and awards |
| * provide feedback to learners on areas of strength and areas that need improvement - an essential and integral feature of the learning process
* determine assessment readiness for the final/summative assessment
* may contribute to the overall outcome leading to the award of a qualification e.g. some TVET qualifications maybe obtained based on the achievement of both internal and final (summative/external) assessments that have been weighted by qualification developers.
 | * designed to collect evidence that meets the relevant unit standards or qualification
* cover both theory/knowledge and practical aspects of the unit standard or qualification
* developed by NTA registered Assessment Designers in conjunction with Subject Matter Experts and/or other designated personnel with the required expertise
* managed and maintained in a National Assessment Database for TVET.
 |

The NTA may approve alternative assessment tools (prior to their use) that are designed by an NTA registered Assessment Designer on behalf of the accredited VTP and/or another NQA recognised national body.

Assessment materials used for formative assessment and to determine assessment readiness may be developed by an Assessment Designer, TVET Trainer and/or Assessor within a VTP.

Assessment materials that are used in internal assessments that contribute to the award of a qualification must be developed by a registered Assessment Designer.

**NTA registration requirements**

To qualify for registration as an Assessment Designer with the NTA an individual must:

* be registered as an Assessor on the National Assessment Database for TVET
* have a minimum of three years technical experience relevant to the qualification and areas of assessment
* have a qualification in the subject area of at least one level higher than the level at which assessment tools and/or instruments are being developed
* have successfully completed the prescribed training programme in assessment tool design and development
* undertake CPD to ensure that subject matter and pedagogical expertise stays current.

**Roles and responsibilities**

Assessment Designers must ensure that they design and develop assessment materials that:

* are in line with the Principles Governing Good Assessment (i.e. valid, reliable, fair and flexible)
* directly assess the elements of a unit standard or address the critical aspects of a cluster of unit standards or a standards based qualification
* gather evidence that meets the rules of evidence (i.e. valid, current, sufficient and authentic) enabling the assessor to make the correct assessment decision (refer to Table 2)
* provide clear instructions for both the Assessor and the Candidate
* are consistent with the NTA assessment and certification policy, regulations, procedures and templates
* are consistent with legislation including equal opportunity and health, safety and environmental regulations
* are piloted and validated prior to use.

Table 2: Rules of evidence

|  |  |
| --- | --- |
| Rule | Evidence must... |
| Valid | * Reflect the skills, knowledge and context described in the unit standards and/or qualification
* Demonstrate the skills and knowledge in real or simulated workplace situations
 |
| Current | * Demonstrate the Candidate's current skills and knowledge
* Comply with current standards
 |
| Sufficient | * Demonstrate competence over a period of time
* Demonstrate competence that is able to be repeated
* Comply with language, literacy and numeracy levels which match those required by the work task (not beyond)
 |
| Authentic | * Be the work of the Candidate
* Be able to be verified as genuine
 |

Other factors that Assessment Designers should consider when developing assessment materials:

* Research current industry requirements, processes, equipment and trends as part of the design process.
* Use assessment/evidence collection methods appropriate for the unit standard and/or qualification.
* Allocate reasonable time frames for the assessment task to be completed by an average learner.
* Ensure tasks are clear and transparent and do not aim to “trick” the Candidate or focus on less significant aspects of a unit standard and/or qualification.
* Use common/industry-accepted terminology and provide alternative terminology, if required.

# VTP ASSESSMENT COORDINATORS

Most VTPs whether they are a Vocational Training Centre (VTC), private institution, NGO, or a work place, will have a person in charge of assessment. In large organisations there may be several people working in an ‘Assessment Unit’. In smaller organisations the duties may be part of one person’s job role. The VTP Assessment Coordinator is responsible for managing activities in each stage of the assessment process, namely:

* Pre-assessment (preparation)
* Actual (conduct) assessment, and
* Post assessment.

The NTA have established a ‘job role description’ for this person. The VTP Assessment Coordinators are registered and listed on the National Assessment Database for TVET managed by the NTA to ensure efficient communication and operations between the relevant VTP and the NTA.

The VTP Assessment Coordinator is responsible for the daily coordination of all pre-assessment, assessment, post-assessment, certification, retraining/coaching/mentoring and reassessment processes. In general terms, the VTP Assessment Coordinator acts as the point of contact between the VTP, NTA and other stakeholders with regard to assessment and certification.

**Roles and responsibilities**

The role and responsibilities of the VTP Assessment Unit / Coordinator include:

**Pre-assessment processes**:

* Verifies the assessment readiness of a Candidate using either the outcomes of internal assessment or for RPL applicants the conduct of an interview and review of a portfolio (for details refer to *NTA Policy: RPL in TVET*)
* registers Candidates who meet requirements
* schedules / timetables own VTP’s assessments or liaises with NTA on the establishment of a national calendar
* appoints NTA registered assessors, Moderators and Invigilators, as appropriate, in consultation with the Assessment and Certification Division of the NTA
* organises venues, equipment and materials required for the assessments
* receives and/or accesses NTA assessment tools and stores them securely
* provides comprehensive assessment information to Candidates and Assessment Practitioners

**Actual (conduct) assessment:**

* organises or assists with preparing assessment venues, equipment and materials for theoretical and practical assessment
* collects and accounts for assessment tools and documentation from the Assessment and Certification Division of the NTA
* provides all relevant materials to Assessors and Moderators assigned to the assessment event
* notes and reports any instance of malpractice to VTP Manager and NTA using correct forms and procedures

**Post assessment - submit results:**

* collates results supplied by Moderator for successful and unsuccessful Candidates by due dates
* enters results into VTP database and uploads to the National Assessment Database or provides electronically to NTA
* checks that Candidates’ names and other relevant information is complete and accurate
* forwards Moderator reports to NTA.

# ASSESSORS

Within the TVET system, NTA registered Assessors are responsible for collecting evidence of Candidates’ performance, judging it to decide whether the candidate has achieved a standard of performance, and recording attainment.

**Assessor registration requirements**

To qualify for registration as an Assessor within the TVET system an individual must:

* be regarded as a Subject Matter Expert – that is:
	+ have a qualification in the subject area of at least one level higher than the level being assessed
	+ have a minimum of three years technical experience relevant to the qualification and areas of assessment
* have successfully completed the prescribed assessor training programme
* have successfully conducted at least three assessments in the industry under the supervision of a registered Assessor
* undertakes mandatory CPD to ensure that subject matter and assessment expertise stays current e.g. take part in at least 2 assessment forums, moderation activities, workshops or webinars during the registration period.

**Roles and responsibilities**

An Assessor is responsible for undertaking the following activities:

* Prepares venue, equipment and materials for assessment:
	+ theoretical assessment:
		- sets up room, equipment and materials (pens, paper, computers etc.)
		- arranges seating to avoid misconduct (cheating, copying, talking)
	+ practical assessment:
		- sets up room, tools, equipment and materials in sufficient numbers/quantities to accommodate all Candidates
		- checks venue safety and safe operation of equipment and tools prior to use
* Accesses assessment tools (checking current version) and ensures the security of tools and recording sheets throughout assessment
* Prepares Candidates and provides clear instructions covering:
	+ completing the theory or practical assessment activity
	+ finalising/submitting the assessment evidence
	+ results, reassessment, grievances and appeals processes
* Makes reasonable adjustments to processes, materials and/or equipment, where required, for Candidates with special needs or requirements
* Monitors Candidates during assessment and notes and reports any irregularities or instances of malpractice, including:
	+ unplanned environmental, personal or other problems which may have interfered with the performance of the Candidate
	+ suspected or proven irregularities committed by the Candidate
	+ suspected or proven irregularities committed by any other parties to the assessment
	+ any suspected or proven bribery, threats or harassment of or by Candidates
	+ any grounds for doubting the authenticity of the evidence presented during the assessment process
* Observes Candidates during practical assessments and records required information on assessment tool
* Collects product samples at the completion of the assessment event, including photographs, where appropriate.
* Makes final assessment decisions:
	+ based on evaluation of quality evidence presented by the Candidate and/or collected by the assessor and matched against a unit standard(s) to provide proof of competency
	+ ensuring that the decisions are consistent and accurate
* Finalises, records and stores assessment outcome documentation
* Provides assessment records / tools to VTP Assessment Coordinator or Moderator for moderation
* Works with the Moderator to clarify information about assessment evidence and/or decisions, as required.
* Advises or reports to the NTA any irregularities/malpractice that the Moderator or VTP Assessment Coordinator has not addressed or reported.

# INVIGILATORS

Where appropriate trained Invigilators may administer a theory/knowledge test and the associated pre-assessment interview / briefing session for Candidate(s). Practical assessments, including the pre-assessment interview/briefing session, must be conducted by an Assessor registered with the NTA.

Invigilators may be used by VTPs in order to use resources more efficiently. Invigilators must be trained in administering assessment and must be listed with the NTA and must work under the supervision of the VTP Assessment Coordinator.

**NTA requirements**

To operate as an Invigilator within the TVET system an individual must:

* be trained in the conduct of theory / knowledge assessments based on VTP and NTA rules and guidelines
* work closely with and report directly to the VTP Assessment Coordinator.

**Role and responsibilities**

Invigilators work closely with VTP Assessment Coordinators to:

* conduct pre-assessment interviews / briefing sessions for Candidates relating to the relevant theory/knowledge test
* prepare for and conduct the theory/knowledge tests including:
* following the sealing procedures for scripts/theory papers
* checking the identity and registration details of Candidates
* organising and administering seating arrangements
* organising late arrivals, early departures and requests to leave the assessment venue
* dealing with contingencies / emergencies
* recording and dealing with instances of malpractice
* collecting and storing scripts and other assessment materials

# MODERATORS

Moderation is the process that brings assessment judgements and standards into alignment to achieve consistency of outcomes. It may involve adjustments to assessment judgements made collaboratively between the Moderator and Assessor.

**Moderator registration requirements**

To qualify for registration as a Moderator within the TVET system an individual must:

* be registered as an Assessor on the National Assessment Database for TVET
* have a minimum of three years technical experience relevant to the qualification and areas of assessment
* have a qualification in the subject area of at least one level higher than the level at which moderation is taking place
* have successfully completed the prescribed training programme in assessment tool design and development
* have successfully completed the prescribed training programme for Moderators.
* undertake CPD to ensure that subject matter and moderator expertise stays current.

**Role and responsibilities**

Moderators work with Assessors to ensure the quality and consistency of external TVET assessments. This includes:

* reviewing and/or sampling the results for practical assessments; confirming that there is evidence to support the results, and that the results are a fair and accurate record of each Candidate’s performance
* reviewing and/or sampling the results for theory assessments and confirming that the results are a fair and accurate record of each Candidate’s performance and the marks are correctly tallied
* liaising with the Assessor and/or VTP Assessment Coordinator to clarify information on assessment tool recording sheets or result sheets, as required
* providing constructive feedback to the Assessor and/or VTP Assessment Coordinator, where appropriate
* confirming, completing and signing result sheets and provision of result sheets to VTP Assessment Coordinator for submission to NTA
* identifying and reporting to the NTA any irregularities in the assessment process, using appropriate procedures and forms, such as:
	+ unplanned environmental, personal or other problems which may have interfered with the performance of the Candidate
	+ suspected or proven irregularities committed by the Candidate
	+ suspected or proven irregularities committed by any other parties to the assessment
	+ any suspected or proven bribery, threats or harassment of or by Candidates
	+ any grounds for doubting the authenticity of the evidence presented during the assessment process.

# VERIFIERS

Verification is the process of confirming that assessment decisions are made according to Principles Governing Good Assessment Practices and are consistent across VTPs, follow sound assessment practice, are recorded properly, are moderated, and meet the requirements set by the TVET Assessment and Certification Framework. Verification is undertaken by the Assessment and Certification Division (ACD) of the NTA.

**NTA requirements**

To operate as a Verifier an individual must:

* comply with NTA requirements for appointment as a Verifier
* have a thorough knowledge of NTA TVET assessment and certification policy, regulations and procedures
* successfully complete the required training programme for Verifiers
* work closely with and report directly to the relevant Senior ACD Officer

**Role and responsibilities**

Verifiers are responsible for undertaking the following activities:

* checking and collating all assessment packs (assessment materials and Assessor/Moderator reports) that are sent to the NTA
* checking a random sample of a minimum of 10% of assessment packs to:
	+ correlate VTP assessment data with Candidate registration data
	+ compare Assessor / Moderator results and reports
	+ check accuracy of reported results against results on recording sheets
	+ verify that materials received indicate that the correct process was followed
* liaising with Assessors, Moderators and/or VTP Assessment Coordinators if any concerns emerge relating to the appropriateness of assessment processes, procedures and outcomes
* reviewing Assessor/Moderator reports and assessment packs for any problems relating to assessment materials and recommending action to rectify any identified problems
* undertaking formal site visits and/or audits to assist the VTP with continuous improvement, where required.
* uploading verified assessment results to the National Assessment Database for TVET.

# NAMIBIA TRAINING AUTHORITY (NTA)

The TVET assessment and certification policy, regulations, processes and procedures, for NQF qualifications and awards for which the NTA is the recognised national body, aim to ensure the quality and consistency of assessments undertaken by VTPs/Assessment Centres.

The NTA is committed to devolving assessment functions to VTPs. To ensure the quality and consistency of assessments undertaken by VTPs, the NTA is responsible for:

* quality assuring assessment materials
* managing certification processes (issuing Statements of Achievement and NQF qualifications and awards)
* implementing verification processes.

This means that VTPs may organise assessments following the TVET Assessment and Certification Framework. During the transition phase to fully devolved assessment practices, VTPs may opt to continue to undertake centrally organised NTA assessment processes until further notice. The NTA will issue NQF qualifications or awards and Statements of Achievement.

**Role and responsibilities**

The NTA will work with VTPs to ensure the efficient operation of TVET assessments. This includes:

**Pre-assessment processes**

*Centralised NTA assessments*

* Scheduling and notification of assessment dates in conjunction with VTPs
* Processing Candidate registrations
* Organising assessors and Moderators
* Providing NTA assessment materials

*Devolved / VTP organised assessments*

* Noting VTP assessment schedule
* Processing Candidate registrations
* Providing up to date registers and contact details for assessors and Moderators
* Providing copies of NTA assessment materials or allowing access to the National Assessment Database for TVET.

**Post-assessment** **processes**

*Verify and process results*

* Upload assessment results provided by VTPs to National Assessment Database for TVET
* Check correlation of VTP assessment data with Candidate registration data
* Verify a random sample of Candidate results and assessment packs
* Provide a list of Candidate outcomes to the Standards, Assessment and Certification Council (SACC) for endorsement.

*Issue NQF qualifications and awards and statements of results*

* SACC to endorse assessment outcomes and authorise the issuing of NQF qualifications and awards
* Provide electronic data of Candidate outcomes for printing of relevant documentation
* Distribute NQF qualifications and awards and statements of results to VTPs for distribution to Candidates
* Provide records to NQA for National Qualifications Framework Information Management System (NQFIMS).

**Continuous improvement and audit**

The NTA will

* Assist VTPs to implement the NTA’s assessment and certification policy, regulations, processes and procedures, including technical assistance in planning, conducting and reviewing assessment practice and participating in verification activities.
* Assist VTPs with the development and implementation of their quality management systems for assessment and certification and the conducting self-reviews to improve assessment processes and procedures
* Undertake formal audits from time to time or as required, possibly in conjunction with the NQA.

# Glossary

|  |  |
| --- | --- |
| Accreditation | A formal status granted by the Namibia Qualifications Authority [NQA] under (Act 29 of 1996), for a specified scope of educational services for the provision of structured teaching or learning programmes linked to accredited courses or the provision of assessments and the making of assessment decisions related to such courses. |
| Appeal | A process whereby the person being assessed, or other interested party, such as an employer, may dispute the outcome of an assessment and/or the conduct of the assessment process.  |
| Assessment- Assessment Tool- Assessment Instrument | The process of gathering, verifying and judging evidence to decide whether a person has achieved a standard of performance.The assessment tool contains both the method, such as observation, questioning and/or portfolio, and the instrument for gathering, verifying and judging evidence in the assessment process.The assessment instrument refers to the specific questions or activity used to determine competency, such as a knowledge test or a checklist of practical performance. |
| Assessment Designer | The designated person, registered by the NTA, who is responsible for the design and development of assessment tools and instruments that are consistent with the Principles Governing Good Assessment.  |
| Assessment Materials | Assessment materials refer to a complete set of documentation needed to assess a qualification or a qualification component. They may include; instructions and guidelines for Assessors and Candidates; assessment tools and instruments; and documentation for recording and reporting assessment decisions. |
| Assessment Practitioner | Assessment Practitioner is a general term used for designated and/or registered persons who are involved in the assessment process, i.e. Assessors, Moderators, Verifiers, VTP Assessment Coordinators, Invigilators, Assessment Designers, Observers, and Mentors. |
| Assessor | The designated person responsible for collecting evidence of Candidates’ performance, judging it and recording attainment.  |
| Competency-Based Education and Training (CBET) | Competency-Based Education and Training is an approach to training that develops the skills, knowledge and attributes required to achieve the performance requirements specified in unit standards. |
| Credits (NQF credits) | The quantum of learning recognised through qualifications and unit standards registered on the NQF measured in terms of NQF credits where one credit equates to 10 hours of notional learning time which is inclusive of directed and self-directed learning and assessment.  |
| Evidence | Information on an individual’s performance that is gathered and/or presented and matched against the performance requirements in a unit standard or group of unit standards to provide proof of attainment. |
| Internal assessment | Assessment undertaken by a VTP where the outcomes may be used to (a) provide feedback to an individual on their progress relating to formal/informal learning including their readiness to undertake a summative assessment; (b) provide feedback on the effectiveness of teaching and learning methodology and materials; (c) contribute towards the achievement of an NQF qualification or award. |
| Invigilator | The designated person who is responsible for administering theory/knowledge assessments according to specified guidelines. They report problems, issues or malpractice observed or reported to them. |
| Malpractice | Any act, default or practice which is a breach of Regulations or which: * compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate; and/or
* damages the authority, reputation or credibility of the NTA, VTP or any assessment practitioner, employee or agent of the NTA or VTP.
 |
| Moderation | Moderation within the TVET System of Namibia refers to the quality assurance of assessment outcomes and processes. It focuses on validating individual assessment outcomes and evidence. It may include verifying (a) the validity of assessment materials; (b) the quality and reliability of assessment decisions; (c) the practicability of applying assessment materials, and; (d) the consistency of the quality of assessments. |
| Moderator | The designated person, registered with the NTA, who is responsible for the moderation process that is described above. |
| National Qualifications Framework (NQF) | The NQF is a register of all relevant and legal qualifications in Namibia. It has ten levels, each representing a different level of difficulty in learning and/or the application of knowledge and skills learnt. The difficulty for each level is described by Level Descriptors |
| National (Summative) assessment | Assessment conducted to evaluate learning or achievement of standards in a particular qualification or part qualification. The outcomes contribute to or determine a candidate’s final outcome/result. |
| NQF qualifications and awards | NQF qualifications and awards represent the attainment, following robust assessment processes, of a coherent cluster of specified outcomes of learning to prescribed standards of performance.  |
| Quality assurance | Quality assurance within the TVET System of Namibia refers to planned and systematic processes for ensuring the effectiveness and efficiency of training and assessment provision in order to ensure stakeholder confidence and satisfaction in TVET services provided by VTPs, the NTA and the NQA. |
| Recognition of Prior Learning (RPL) | RPL is the process by which prior learning is given a value. It is a means by which prior learning is formally identified, assessed and validated. Prior learning refers to formal, non-formal and informal learning that an individual has undertaken through their work and life experience. |
| Statement of Achievement (SoA) | The record of attainment issued by the NTA listing the unit standards and credits that a person has achieved for (a) a complete NQF qualification; or (b) a part NQF qualification. |
| Technical Vocational Education and Training (TVET) | Technical Vocational Education and Training means education and training which provides learners with occupational or work-related knowledge and skills.  |
| Unit standard | Unit standards are nationally prescribed qualification components separately registered on the NQF and able to be awarded independently of the award of a qualification. Unit standards represent an ‘award’, signifying that a person has been formally assessed and has attained a nationally agreed standard of performance. |
| Verification | Verification within the TVET System of Namibia refers to quality assurance processes that ensures the validity of assessments. It focuses on (a) ensuring that VTPs follow approved assessment policy, regulations, processes and procedures (b) assessment outcomes are correctly recorded and reported. |
| Verifier | The designated person, employed or contracted by the NTA, who is responsible for the verification process which is described above. |
| Vocational Education and Training Provider (VTP) | A Vocational Education and Training Provider is a person, institution or organisation accredited by the Namibia Qualifications Authority (NQA), under Section 13 of Act 29 of 1996, to offer training and assessment services and/or assessment services only. A VTP involved in assessment-only services may be referred to as an Assessment Centre.  |
| VTP Assessment Coordinator | The designated person who is responsible for the daily coordination of all pre-assessment, assessment, and post-assessment processes at a VTP. |

# Appendices

## Appendix 1 - Declaration of Code of Conduct for TVET Assessment Practitioners

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| I, *<print name>* hereby commit myself to abide by the NTA Code of Conduct for TVET Assessment Practitioners in relation to my work in the following roles: *(tick roles currently registered to complete)*

|  |  |  |
| --- | --- | --- |
| * Assessor
 | * Verifier
 | * Assessment Designer
 |
| * Moderator
 | * VTP Assessment Coordinator
 | * Invigilator
 |

I have read and understood the requirements and responsibilities outlined in the NTA Code of Conduct for TVET Assessment Practitioners and agree that I will:* maintain currency and update where required knowledge and skills relating to TVET assessment practice and my vocational area / area of expertise
* enhance my professional skills through professional development and networking opportunities
* not be involved in and report any behaviour that is considered discriminatory and/or as harassment
* respect and protect the rights of Candidates throughout the assessment process
* respect the privacy of individuals and treat with the strictest confidentiality all assessment outcomes and materials unless it is relevant to the fairness, reliability and validity of the assessment processes
* identify and declare in advance any potential conflict of interest relating to:
	+ financial/business issues
	+ personal relationships with others involved in the assessment process

and, if requested, excuse myself from the assessment activity* conduct my work ethically and with integrity and professionalism, seeking at all times to create a positive environment for assessment
* ensure my assessment work is conducted within the boundaries of the NTA assessment policies, processes and procedures
* work collaboratively and contribute to continuous improvement by providing feedback and support to other Assessment Practitioners and/or the NTA about unit standards, qualifications and/or assessment processes.

I understand that if I do not adhere to the undertakings listed above it could lead to my suspension or deregistration as a registered Assessment Practitioner with the NTA.Signature: …………………………………………..………………………………........ Date……………………………….Name ……………………………………………………..... Workplace ……………………………………………………..Email: ……………………………………………………….. Mobile/Tel no ………………………………………………… |

## Appendix 2– Summary of Roles of Key Players (align with policy document)

The table below provides a summary of the roles of the key players involved in assessment and certification within the TVET System of Namibia.

| Key player | Role |
| --- | --- |
| Assessment practitioners | **VTP Assessment Coordinator** Manages assessment functions within the VTP including organising Assessors, Moderators/Verifiers, venues, assessment tools and instruments and other resources needed for assessment;Responsible for the security of all assessment materials;Liaises with the NTA regarding assessment matters;Abides by the *Code of Practice for Assessment Practitioners within TVET*;Ensures assessment readiness of candidates;Submits assessment outcomes to NTA;Prepares the overall assessment report.**Assessor**Conducts pre-assessment interview with each candidate;Conducts assessments and collects and judges candidate’s evidence against unit standards using NTA assessment tools and instruments;Makes the decision about whether or not the Candidate has met the unit standard(s);Ensures that own assessment practices adhere to NTA requirements and Principles Governing Good Assessment;Abides by the *Code of Practice for Assessment Practitioners within TVET*;Conducts post-assessment interviews;Prepares the assessment report. **Moderator**Works with Assessors to ensure the quality and consistency of assessment;Samples and moderates assessment decisions to ensure consistency;Consults with Assessor if assessment decisions need to be modified;Moderates assessment tools and instruments;Ensures that all assessment practices adhere to NTA requirements and Principles Governing Good Assessment;Abides by the *Code of Practice for Assessment Practitioners within TVET*;Prepares the Moderator report.**Assessment Designer**Develops assessment tools, instruments, assessment guides and supportive documentation in line with Principles Governing Good Assessment as well as appropriate assessment methodologies, techniques and strategies; Ensures that all instructions and guidelines for making the assessment decision (marking guides) are clear.Ensures that all assessment practices adhere to NTA requirements and Principles Governing Good Assessment;Abides by the *Code of Practice for Assessment Practitioners within TVET* when developing assessment materials;**Invigilator**Oversees theory assessments following clear guidelines;Confirms authenticity of candidates by verifying ID numbers;Reports problems, issues or malpractice reported or observed.Collects and securely stores all scripts after assessment;Ensures that all assessment practices adhere to NTA requirements and Principles Governing Good Assessment.**Verifier**Works with VTPs, Assessors and Moderators to ensure the quality and consistency of assessment at national level;Samples and verifies assessment decisions to ensure consistent assessment across VTPs;Consults with VTPs, Assessors, Moderators if assessment decisions need to be modified;Monitors assessment practices in VTPs;Provides feedback to VTPs and the NTA. |
| Candidates | Take responsibility for determining own readiness for assessment and provide quality evidence to Assessors;Register for assessment and pay the required current fees;Abide by the *Code of Conduct for Candidates within TVET* when undertaking assessment;Demonstrate that they can perform to the requirements of unit standard(s) in order to attain an NQF qualification or award. |
| INDUSTRY | Participate and contribute to all aspects of the assessment process within the TVET System of Namibia to ensure that assessments reflect the requirements and expectations of the world of work. |
| NAMIBIA qualifications authority (NQA) | Accredits persons, institutions or organisations for the conducting of training and/or assessment;Administers the NQF including the registration of NQF qualifications and unit standards;Maintains NQFIMS;Oversees and governs National Assessment Arrangements through the NQF. |
| NAMIBIA TRaiNING AUTHORIY (NTA) | Oversees adherence, implementation and monitoring of the *Policy for Assessment and Certification for NQF Qualifications and Awards within TVET*;Oversees the performance and effectiveness of VTPs in assessment and certification activities in TVET;Provides guidance and support to VTPs relating to assessment and certification;Registers, supports and develops Assessment Practitioners (Assessors, Moderators, Verifiers and Assessment Designers);Issues NQF qualifications and awards to Candidates who successfully meet performance requirements;Submits Candidates’ assessment outcomes to the NQA for listing on the NQFIMS;Ensures the quality and consistency of assessment.Progressively devolves assessment practices to accredited VTPs and acts as a Regulatory Body for TVET in Namibia. |
| VOCATIONAL eDUCATION AND TRAINING PROVIDERS (VTPs)  | Provide quality training and learning processes and/or assessment-only services;Determine Candidate assessment readiness and prepare Candidates for assessment;Manage assessment processes within the VTP in consultation with the NTA. |